

# Test Scores and Score Reporting – Reading & Listening

## Listening—Step 1

Stars	Can Do	Next Steps
4	<p><b>Students understand simple descriptions, instructions, conversations, and messages. They can:</b></p> <ul style="list-style-type: none"> <li>Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>)</li> <li>Understand indirect responses to questions in conversations</li> <li>Understand messages in which information is not explicitly stated</li> <li>Connect information to infer the main idea or topic of messages, stories, and informational texts</li> <li>Synthesize information from multiple locations in a longer spoken text</li> </ul>	<p><b>To improve their listening ability, students should:</b></p> <ul style="list-style-type: none"> <li>Learn new, unfamiliar words they hear in longer stories and academic talks</li> <li>Practice using less common words and expressions in conversations</li> <li>Speak or write in their own words about stories and information they listen to</li> </ul>
3	<p><b>Students understand short, simple descriptions, conversations, and messages. They can:</b></p> <ul style="list-style-type: none"> <li>Understand common expressions used in everyday conversations</li> <li>Understand a simple, single instruction spoken in familiar words, with key words repeated</li> <li>Understand the purpose of messages in which key information is repeated</li> <li>Understand the main ideas of simple stories in which key information is explicitly stated and repeated</li> </ul>	<p><b>To improve their listening ability, students should:</b></p> <ul style="list-style-type: none"> <li>Study more words that describe familiar topics, settings, and actions</li> <li>Practice using less common words and expressions in conversations</li> <li>Listen to age-appropriate academic talks and longer stories</li> <li>Speak or write in their own words about stories and information they listen to</li> </ul>
2	<p><b>Students begin to recognize some familiar words in speech. They can:</b></p> <ul style="list-style-type: none"> <li>Understand words for objects and people in familiar categories such as school, home, family, colors, body parts, and animals</li> <li>Recognize action words in simple sentences (examples: <i>The children play. He is eating.</i>)</li> </ul>	<p><b>To improve their listening ability, students should:</b></p> <ul style="list-style-type: none"> <li>Practice saying and listening to familiar words used in simple sentences</li> <li>Practice having short, simple conversations</li> <li>Practice listening to messages spoken by teachers, friends, and family</li> <li>Begin listening to and identifying basic information in short, simple stories</li> </ul>
1	<p><b>Students begin to recognize some familiar words in speech, such as words for objects, places, and people. They may be able to:</b></p> <ul style="list-style-type: none"> <li>Understand familiar words with visual support</li> </ul>	<p><b>To improve their listening ability, students should:</b></p> <ul style="list-style-type: none"> <li>Learn everyday words for objects and people in familiar categories such as home, school, family, colors, body parts, and animals</li> <li>Use pictures to help learn new words</li> <li>Listen to short, simple sentences about everyday actions, objects, and people. (example: <i>She is swimming.</i>)</li> <li>Practice using common, everyday expressions, such as greetings</li> </ul>